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State High School of Industrial Arts

HIGH SCHOOL DEPARTMENT

OF THE

STATE TEACHERS COLLEGE

GREELEY, COLORADO

MAY 9 1918



THE GATEWAY TO A VOCATION

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APPROACH TO THE MAIN BUILDING

INDEX

PAGE

Index	1
Foreword	2
Faculty	3, 16
Saving a Year.....	5
The Summer Term.....	6
Broken Educational Careers.....	6
An Ungraded School for Adults.....	6, 7, 8, 20
High School Extension Courses.....	8, 9, 10, 21-27
Resident Work is Preferable.....	10
The Question of Cost.....	11
Co-operative Boarding Clubs.....	11
Light Housekeeping	12
Working for One's Board.....	12
The New Profession of Teaching.....	13
A Strong Demand for Men.....	13
Teachers College Graduates Obtain Good Positions.....	13
Athletics	15
The Normal Department.....	16, 19
The Five-Year Route to a Profession.....	16
College Preparatory Course.....	17
Department of Commercial Arts.....	17
Department of Home Economics.....	17
Department of Manual Arts.....	17
Department of Agriculture.....	18
School of Reviews.....	20
Outline for Non-Resident High School Courses.....	25, 26
Plan for Short Story Course.....	26
Entrance Requirements	28
Graduation Requirements	28
Reduction in Fees	30
Calendar	30

FOREWORD

The High School Department of the State Teachers College has been reorganized along vocational lines and is now called The State High School of Industrial Arts.

The function of this particular high school is to stress those courses of study which best prepare for life. Each course offered is intended to give a definite kind of efficiency, and to enable young people to adjust themselves to the complex problems of American civilization without injury or loss.

The plan is, not to educate the boys and girls away from their homes and local communities, but to prepare them to enter into this life with contentment, enthusiasm, and power. To this end, vocational work is given a prominent place in the curriculum.

Realizing the importance of character building as an essential preparation for the duties and responsibilities of life, special emphasis is placed upon ethical training. A constant effort is made to instill high ideals, to develop the habit of painstaking work, and to teach the value and importance of clean thinking and clean living. The ideal of the school is to attain a moral tone so excellent that parents can intrust their boys and girls to the care of the faculty with the utmost confidence.

THE FACULTY

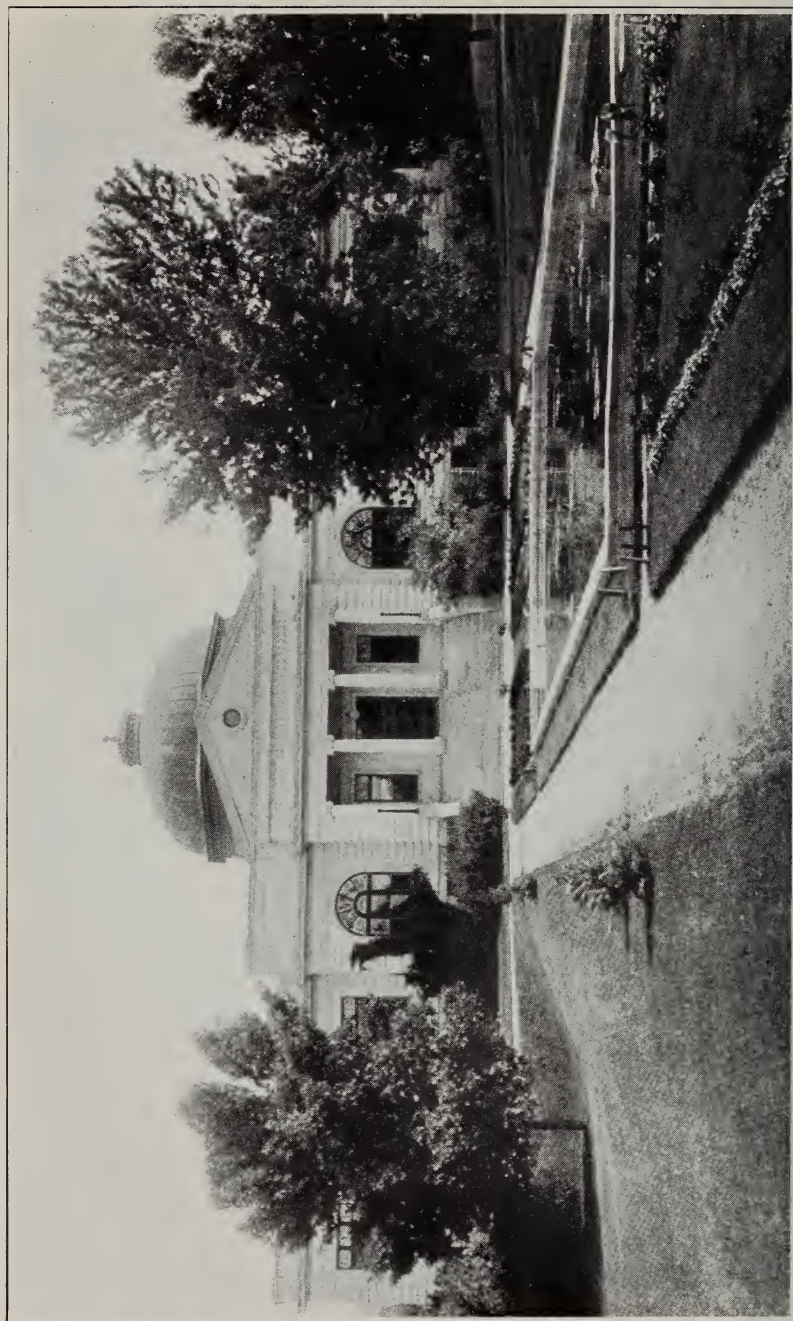
JAMES H. HAYS, A.M., Acting President of the College.
JOHN R. BELL, A.M., Principal of the High School.
RAE E. BLANCHARD, A.B., Preceptress, English Literature.
JEAN CROSBY, A.B., History and Economics.
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GEO. W. FINLEY, B.S., Mathematics.
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EDNA F. WELSH, Pd.B., Typewriting and Shorthand.
MARGARET JOY KEYES, A.B., Physical Education.

The following members of the College Faculty teach or supervise classes in the High School:

GEORGE A. BARKER, M.S., Physiography.
JOHN C. JOHNSON, M.A., Biology.
JOHN CLARK KENDEL, A.B., Music.
JOHN T. McCUNIFF, A.M., Printing and Mechanical Drawing.
CHARLES FOULK, Pd.B., Building Construction.
GLADYS IRENE SCHARFENSTEIN, Ph.B., Sewing.
FLORENCE REDIFER, A.B., Cooking.
AGNES HOLMES, Pd.M., Art.
MAX SHENCK, Bookbinding.

FELLOWS

JAMES H. HAYES, Mathematics.
BERTHA MARKLEY, Reading.
CORNELIA HANNA, Music.



THE LIBRARY

Saving a Year

"Do not waste time, for time is the stuff of which life is made."—Benj. Franklin.

Do you want to save a year? In the ordinary high school, fifteen units, sometimes sixteen units, are made in four years. A unit, in most cases, consists of a study taken five times a week for thirty-six weeks, each recitation being forty-five minutes long. The customary procedure, therefore, is for a student to take four subjects a day, five times a week, and in this way complete the high school course in four years.

Now, if a pupil were allowed to take five subjects at a time, fifteen units could be earned in three years. The High School Department of the Teachers College permits a student to take five subjects, provided that he does them well. A standard of A or B must be attained in all subjects except one. If the individual fails to attain such a standard he is immediately reduced to four subjects.

The plan is to enable young people who come to us with high ideals and an earnest desire to improve to the uttermost the opportunities which the school affords to save a year of time, and thus a year of life. Those in charge do not believe that you can measure life as you measure a commodity. They believe that the dead level of standardization attained in the four-year course for every student tends to cramp, distort, and sometimes to blight the lives of those for whom the high schools were founded.

It is like the iron bed of Procrustes, in Greek mythology. When his victims were too long, he sawed them off, and when they were too short, he stretched them out, so that in each case the individual would exactly fit his bed. The four-year course is marvelously like the iron bed of Procrustes, for it, too, stretches the weak and saws off the talents of the strong. It utterly fails to provide an adequate incentive for the earnest and aspiring student.

The Summer Term

The organization of the State High School of Industrial Arts into four terms, one of which is held in the summer, when most students are having a vacation, also enables those individuals, who care to do so, to save additional time.

Broken Educational Careers

Only twenty-five per cent of the pupils who complete the eighth grade ever enter high school, and many of those who enter fail to finish their high school course. The reasons for this exodus are manifold. Prominent among them are ill health, the necessity of helping the home, and failure to appreciate the value of an education.

If by the use of the magic wand of some good fairy, the boys and girls in the "teen age" could be transformed into the full stature of men and women in middle life, so that these "boy-men" could see as men see and understand as men understand, and then, after a season, the "boy-men" were changed back into boys with men's vision, they would realize how tremendous the need of an education is.

The five or six dollars a week, which seems so attractive to the boy, would lose its charm, for he would see clearly that by accepting this he was permitting the golden years of youth to slip away—the only years given us to prepare for life. Yes, these boys with men's vision would understand that accepting the employment possible to boys, deprives them of the preparation essential to the largest success in life.

Mr. W. J. Bryan has said that it is better to go through life with out an arm than to leave the brain undeveloped. He says that men need their brains more than they need their arms, and yet in almost every village and every rural district there are young men and young women who have left school because they did not think that they needed an education. By the time these young people are forty, experience, which effectively effaces from the minds of men the notion that an education is superfluous, teaches them their folly, but then they realize that it is too late to attain the highest development.

An Ungraded School for Adults

It is never well to point out the mistakes of young people without making clear the way in which their errors may be corrected. The all

important question, with reference to wasted educational opportunities, is, therefore, "How can the individual who has reached maturity without completing a high school course and who has come to know the value of a high school education, best attain the desired goal?"

The Ungraded School for Adults is the answer that the Teachers College of Colorado makes to this question. Adults feel humiliated upon entering classes with children, and they cannot afford to spend the time in school necessary to take the work which has been omitted, step by step. There is yet another and a still more important reason why special provision should be made for the educational needs of adults. It is that adults nearly always excel children in their intellectual grasp.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests, upon returning to school, far more mental power than the pupils, fourteen or fifteen years of age, with whom he has been compelled to associate in the work of the classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and gives a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit; that is, when a pupil enters this school he is not classified at once, but is given the opportunity of proving his ability, and the time necessary to complete the high school course is made to depend upon the excellence of the work done. The adult student is entitled to a special promotion as soon as his ability to do college work has been clearly demonstrated. No one can enter the Ungraded School for Adults who has not reached the age of eighteen years.

After the establishment of the Ungraded School for Adults, in the spring of 1914, many mature students took advantage of the opportunity which it afforded. Teachers who had been compelled for economic reasons to teach before completing their high school course found in this

school the chance to show the strength which they had attained in many years of struggle and sacrifice, and, because the power which they had gained in life's hard school was taken into account, they were able to continue their education, and so vastly to increase their influence and helpfulness.

The experiment was a success from the first. The students in this group have shown remarkable strength. Their grades have been excellent, their attitude one of intense aspiration, and their conduct has been ideal. They have been enthusiastic, energetic, and untiring in their efforts at self-improvement, and they have rejoiced greatly in the opportunity to realize their hopes.

High School Extension Courses

The motto "a high school training for all children" is gaining ground, as the following quotation from a news letter issued by the United States Bureau of Education amply illustrates:

"Since the twentieth century opened, the number of public high schools has almost doubled, and the number of students is easily twice what it was at the beginning of the century. The most cheering feature of the whole matter for the American citizen is the very great increase in the proportion of those who go from the grades into the high school. Formerly (only a very few years ago, in fact) the high school was chiefly attended by children of the rich and moderately well-to-do. To-



COOKING

day nearly one-fourth of the children who enter the elementary school eventually pass into the high school. The exact figure is 22 per cent if negro children are included and 25 per cent if whites only are considered."

The extract quoted above shows what wonderful progress has been made in recent years in the cause of universal education. It reveals the fact that the American high school is to become a constantly more vital factor in the growth, prosperity, happiness, and character, of the whole people. It is to be, as the public schools have long been, a preparation for the needs of a democracy.

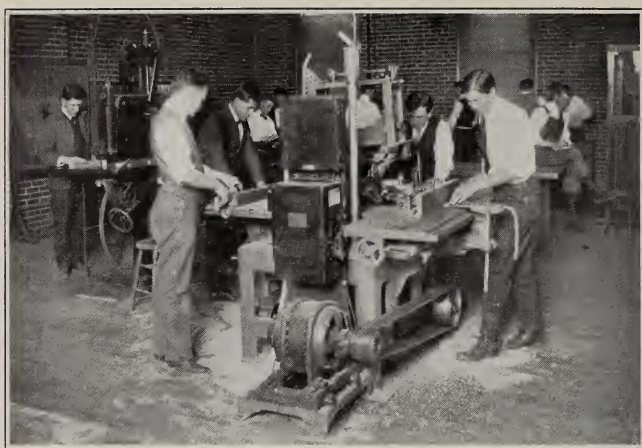
And yet there are many places on the plains and in the mountains of Colorado where high school facilities are inadequate, if not entirely wanting. In these communities those who have finished the eighth grade must leave home in order to attend high school. Economic reasons often make it impossible to do this, and so, those who desire to continue their education, under such circumstances, are denied the privilege of doing so.

Many high school principals testify to the fact that the young people who come from these rural districts often make the best students. When a way is provided for them to continue their studies, they enter school with a clearly defined purpose, work earnestly to obtain the best results, and prove themselves in every way to be worthy of the assistance which has been rendered.

Since the taxes of all the people go to support the educational institutions of the state, the State Teachers College feels under obligation to supply, to the fullest extent of its ability, the educational needs of the people of the entire state. With this duty clearly in mind, the State High School of Industrial Arts has organized the High School Extension Courses which are described in detail in another part of this bulletin.

These courses are not intended to take the place of any resident high school work which is being done in any part of Colorado. The Teachers College recognizes the fact that it is better for boys and girls to attend their own local high school, when they have one which they can attend.

The College also understands the importance of supporting and strengthening, in every way possible, the smaller high schools of the state. For this reason the work done in these schools is accepted, where



WOOD TURNING

teaching force and equipment are at all adequate to the needs of the schools in question, as the equivalent to work done in its own High School Department.

The sole purpose of the High School Extension Courses of the State High School of Industrial Arts is to make it easier for those pupils, who are so situated that they can not attend any high school, to obtain some of the privileges of the more favored communities. The hope of those who have organized these courses is that the time will come in Colorado when no student need discontinue his education at the eighth grade for the reason that no high school is available.

Resident Work is Preferable

While high school extension courses serve an excellent purpose in the educational economy of the state, they can never be made as helpful as resident courses. The personality of the teacher is lacking. We learn best from the earnest men and women who have touched our lives. They plant great aspirations in the depths of our being; they make us appreciate the value of earnest effort; and they inspire us to make the most of the talents with which we are endowed. No student should therefore, accept extension courses as a substitute for resident courses, who can possibly afford the expense involved in gaining an education, by resident work, at some thoroughly equipped and progressive high school.

The Question of Cost

The increasing cost of living has deprived many young people of an education. The rise in the price of agricultural products has not kept pace with the increase in the cost of those articles which the average citizen must use to supply the needs of the home. There is consequently a narrowing margin of profit left for the head of the household. Out of the net earnings the boy's education must come, and as these decrease beyond a certain point, his chances for further schooling vanish.

Because of the economic fact, outlined in the foregoing paragraph, it becomes the duty of all state educational institutions to reduce to the lowest figure possible the amount of money necessary to pay all the expenses incident to attending one of them. The State Teachers College feels deeply this responsibility, and is endeavoring to arrive at a practical solution of the student's economic problem.

Co-operative Boarding Clubs

Two Co-operative Boarding Clubs are to be organized in the year 1916-1917. Certain experiments have been carried on in the year 1915-1916, which convince the principal of the High School Department that a plan of co-operative boarding can be put in operation which will reduce the actual cost of board and room to fifteen dollars a month or one hundred and thirty-five dollars for the school year. This would enable the student to pay room, board, and fees for one hundred and fifty-five dollars. A part of this could, in most cases, be earned by the student outside of school hours.

The Girls' Co-operative Boarding Club can be run on a slightly less expensive basis than that indicated above. A group of girls, now in the high school, are planning to reduce the cost of living to one hundred and twenty-five dollars a year. Each girl in the group expects to can enough fruit and vegetables, while at home during the summer, to last through the winter months. In this way the entire group will be furnished with a part of their food supply, and the necessary expenditure will be materially reduced.

Any number of boys and girls can be taken care of on the co-operative basis, provided that the management of the school is informed in time to make adequate provision for them. All clubs of this type will be under the direct management of the principal of the high school. He, or some member of his faculty, will visit these groups each week.

A competent matron will be in charge of each club. An assistant manager will be appointed for each group, whose duty it will be to keep a set of books, which are to be audited once a month.

Admission to one of these clubs will be by the approval of the principal. No individual will be admitted who can not produce evidence of good moral character. The principal will exert the same authority over these organizations that he does over the high school as a whole. No one whose conduct does not prove satisfactory or whose attitude does not seem beneficial to the club will be permitted to remain in it.

Light Housekeeping

One of the least expensive ways to attend school is for a group of three or four girls or boys, as the case may be, to do light housekeeping. There are a number of places fitted up for this purpose in Greeley.

Working for One's Board

A number of young people pay a part of their expenses by working outside of school hours. The citizens of Greeley have a sympathetic attitude toward the students who are trying to work their way through school, and have provided many positions whereby young people are able to do this. It is not wise, however, to go away to school without enough money to last several months. Sometimes it takes a day or two, and sometimes several weeks, to find positions for those who need to work in order to get through school.



SEWING

The New Profession of Teaching

Many men a generation ago taught a few years merely as a stepping stone to some other profession. Few do this today. The profession of teaching is one of constantly increasing influence and power. As a result of the growing appreciation on the part of the public, of the duties performed by those who teach, the salaries of teachers have steadily advanced.

In many sections of America today men teachers are better paid than the average physician, lawyer, or engineer; while the contrast between the salaries of the men who teach and those who find commercial employment is still more marked.

Women teachers receive very much larger salaries than do the young women who work in stores and factories, and they are far more independent.

A Strong Demand for Men

Boys often look upon teaching as a woman's job. This is due to the large preponderance of women teachers in the grades. But there is an ever-growing demand for strong men in the profession of teaching.

Several very definite movements in education have contributed to this increased demand for men. They may be enumerated as follows:

1. The steady increase in population increases proportionally the superintendencies and principalships open to men.
2. The widening of the scope of education to include Manual Training, Commercial Arts and Agriculture, increases directly the number of desirable positions for men.
3. The consolidation of rural schools into larger and more efficient school units creates many new positions where the talents of strong men find ample scope.

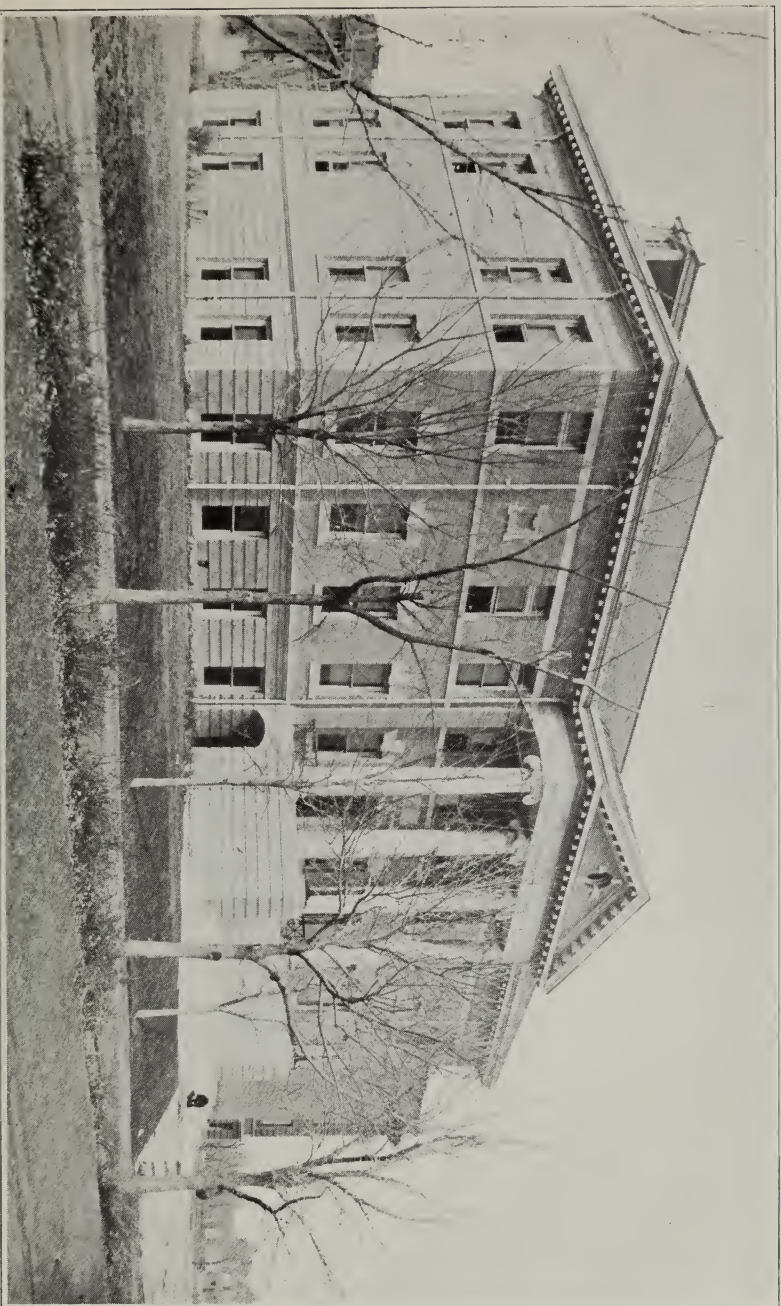
Teachers College Graduates Obtain Good Positions

Just before the close of the winter term the State Teachers College bureau was in receipt of thirty-five requests for teachers and did not have on its lists a graduate who could be sent out to fill one of these positions. This meant that every graduate of the school had been placed and that there was an additional demand that could not be met.



THE I. H. S. BASKET BALL SQUAD

Defeated by the Fort Morgan Team, Champions of Colorado, by only one point.



THE SIMON GUGGENHEIM HALL OF INDUSTRIAL ARTS—EARLY SPRING VIEW

The Normal Department

The Normal Department of the High School is founded upon the basic belief that young people should know thoroughly the things they are to teach. Courses in arithmetic, geography, history, and grammar are given by experts in these subjects.

The common school branches are taught in this department from the standpoint of teaching those who are to impart them to others. The plan is to make the subjects enumerated above so clear, and to make so simple the great principles of psychology and pedagogy which apply to them, that the individual who receives the instruction will be able to go out, when his college course is complete, into the schools of the state and teach with efficiency and power.

Those students, who know when they enter high school that they want to become teachers, are able to direct their energies to this end throughout their high school life. They are able to attain a higher degree of excellence in the teaching art by the time they receive a state diploma, at the end of the two years college course, than those who have spent the years of their high school life taking courses which have no relation to the subjects which they are to teach.

The Five-Year Route to a Profession

The Normal Department in the State High School of Industrial Arts and the two-year course in the Teachers College when taken together constitute a five-year course in which pupils who have finished the eighth grade can prepare themselves for teaching. At the end of that time they receive a life diploma.

The Faculty

The High School Department of the State Teachers College is organized in accordance with the departmental plan. At the head of each department is a man or woman who has been selected because of special fitness for the work of that department. The fact that substantial salaries are paid enables the Trustees of the college to select individuals who have had unusual training, and whose success has been demonstrated in other fields. The aim of those whose duty it is to select members of the faculty, is to secure as departmental heads men and women whose scholarship, ideals, and devotion to duty, will make for the highest degree of excellence in the school.

The College Preparatory Course

Students who desire to spend four full years in high school can do so by taking the College Preparatory Course. This course requires sixteen units and four years of time. It will conform in all respects to the four-year accredited high school course.

The Department of Commercial Arts

The purpose of this department is to prepare young people for business life. It is intended that they shall be ready to enter commercial establishments, banks, railroad offices, secretaryships, and government positions; and that they shall be able to take advantage on their own account of the wider range of opportunities that the ever increasing complexity of American commercial life presents to those who understand the laws of trade, production, consumption, distribution, and are equipped with the technic of the business world.

The Department of Home Economics

Many high schools have been established in various parts of the United States, designed to give adequate training in the all-important group of subjects known as the home, or economic, arts. The purpose of this school is to give to the girls of Colorado the opportunity of obtaining a similar kind of culture, especially to that group of Colorado girls who expect to become teachers, and who want to know thoroughly those subjects which will enable them to enter the rural life of Colorado and teach with efficiency and power. The pedagogical aspects of the subjects taught will receive very careful attention.

Department of Manual Arts

This course is intended primarily to train the hand and to bring about that correlation between hand and brain which enables the individual to realize in forms of wood and metal the ideal art concepts of the mind.

The training, however, which the course provides in the practical arts is so varied and comprehensive, including as it does, mechanical, perspective, and architectural drawing, joinery, cabinet making, building construction, wood turning, etc., that the individual who desires to become a carpenter, contractor or architect will find that all the work he has done in the manual arts course directly prepares him for such a

vocation and that by continued study along any given line he can perfect himself in his chosen work.

At the present time Manual Training affords great opportunity to aspiring young men. There is a great demand in all parts of the United States for Manual Training teachers. The subject has been introduced in the grammar schools of all the great cities and in well equipped high schools; and many towns of but a few thousand inhabitants employ a supervisor for Manual Training. Numerous calls come to Teachers College from all parts of the West for young men qualified to fill such positions. The young man, therefore, who takes a thorough course in Manual Training may rest assured that he will be able to secure a position.

Those students are best prepared for positions in Manual Training who take this course in high school and continue their work along the same lines in the Teachers College.

Department of Agriculture

The tendency of high schools in the past, even those situated in farming communities, has been to emphasize those phases of education which had no vital relation to the farm, and which, if they prepared for anything definite, prepared for city life. Often the boy has been made to feel that all things connected with country life were common and



MAY POLE DANCE

menial. But a new spirit is rising in education, one that recognizes the essential dignity, strength, and independence of life on the farm, and sets about definitely to fit young men and women for the largest measure of happiness and usefulness in rural life.

Special attention will be given to the pedagogical aspects of all subjects taught. Many teachers who enter rural school work fail to attain the highest possible results, simply because they are city trained and do not have a clear knowledge of the subjects best suited to rural schools; and they do not understand how to enter into the dominant interests of rural communities.

Those who are planning to teach in rural schools can, therefore, use this course to advantage in preparation for the more advanced work of the Teachers College.

Normal Department

This department is described at length in the introductory pages of this bulletin (see index). It is intended for those graduates of the eighth grade who know that they want to become teachers and who desire to utilize as much of their energy during the high school period as possible in preparing for their life work.



CLASS IN ART

The Ungraded School for Adults

This school is intended to meet the need of individuals who have attained the age of maturity without completing a high school course. It, also, is described in detail in the earlier pages of this bulletin (see index).

The School of Reviews

A large number of teachers in Colorado desire to use a part of their summer vacations in reviewing the common school branches in preparation for the August examinations. This work may be done in a superficial way without any thought other than the ability to pass the examinations. On the other hand, it is not a difficult matter to have these review classes taught by experts. In the latter case, the teacher not only gains the knowledge which enables her to pass the examination but is given such a clear vision of the great principles of psychology and pedagogy which the successful teaching of the common school branches involves, that she will in the future be able to teach them with greater success.

For the reason which is stated above review courses have been organized at the Teachers College for which high school credit will be granted.

High School Extension Courses

There are two methods of taking high school extension work for high school credit; namely, the group and the individual methods. Each is briefly outlined below.

1. *The Group Method.* In the group method a number of students work together in a class under the direction of an instructor approved in advance by the High School Department of the State Teachers College.

School work is always more interesting and is apt to be more thorough when a group of individuals who differ in outlook, purpose, personality, and knowledge, bring their diverse talents to bear on a given problem. Under these circumstances wit sharpens wit, interest deepens interest, and knowledge increases knowledge. There is the added advantage, also, in this system of having the teacher present, in person, to guide and correct the thought of the pupils.

The committee in charge of the high school extension work, therefore, strongly urges the organization of these study groups in all cases

where competent leadership is obtainable, and when a sufficient number of persons can be found who desire to make intellectual progress thru non-resident study. The conditions relative to this plan are as follows:

- a. There must be at least three persons in a group.
- b. All applicants for non-resident work for high school credit must be eighth grade graduates.
- c. Three recitations forty-five minutes long must be given weekly in each subject for which credit is desired.

These recitations may be given in the evenings and one of them on Saturday if this arrangement best suits the convenience of the pupils and local instructor.

- d. The teacher in charge of the group must demand two full periods of preparation (90 minutes), for each period of recitation in a given subject, and must give written lessons each month to test the quality of the work.

- e. Each pupil in a given group must also prepare and transmit to the High School Department of the Teachers College, as additional evidence of the thoroness of the work, a transcript by chapters, of all work accomplished.

Outlines and syllabi will be issued from time to time to assist the students in the preparation of these lessons.

- f. When a given course is completed, it shall be the duty of the instructor to make a full report in writing which shall give the non-resident committee a clear conception of the attitude, energy, and success of each pupil in the class.

- g. At least ten of the fifteen units required for graduation must be taken in this or some other high school as resident work.

Experience clearly demonstrates that students who enter from smaller high schools which do not have a complete course are much stronger and better prepared for college if they attend our High School for a full year. In this case we can overcome many disadvantages which are due to inadequate equipment and to a small teaching force. The same would be true even to a greater degree of non-resident students.

Students vary so greatly, however, in the opportunities which they have enjoyed, in their intellectual power, and in their maturity, that it is not fair in all cases to insist upon a year's resident work, but no student will be permitted to graduate from our high school, no matter how large a fraction of the entire high school course he may have finished elsewhere without at least one term of resident work.

h. Courses will be arranged to cover the entire thirty-six weeks of the school year. For each course completed, in accordance with the terms set forth above, a unit of credit will be given, provided no person receives more than three units in any given year.

i. The fees for non-resident courses shall be three dollars per term or nine dollars per unit (a unit in resident work consists of a subject taken five times a week, each recitation being forty-five minutes long. A unit in non-resident work should be the equivalent of this and should take approximately a year of time). Of this amount one dollar per term or three dollars per unit is to be transmitted to the State Teachers College, the remaining six is to be paid to the local instructor as compensation for his efforts. Fees are payable when students enroll. If the board of education in any given district desires to provide compensation for the instructor, independent of these fees, then the pupils may be relieved of any charge other than the one dollar per term or three dollars per unit, which is to be forwarded to the High School Department of the State Teachers College.

2. *The Individual Method.* In case an instructor is not available, or it is impossible to organize a group of students for non-resident work, the following regulations will obtain:

a. A complete statement by chapters of all work accomplished must be forwarded as soon as each chapter is completed, to the High School Department of the Teachers College. The question of whether credit is to be given or not will depend upon the thoroness of the work as demonstrated by these manuscripts.

b. Students taking non-resident courses without the aid of a local instructor must be mature. The plan is intended for students twenty years of age or over. Individuals, however, who are eighteen years of age and can submit evidence that they have the requisite ability and the earnestness of purpose essential to success may be allowed to enroll for these courses.

c. Inasmuch as it is more difficult to do non-resident work when depending entirely upon one's own resources, students using the individual method are only permitted to take two subjects each term, or two units per year.

d. When a given course is complete, the head of the department to whom the manuscripts may be referred for correction will give an examination or require a thesis as in his judgment may seem best.

e. In all other respects the regulations governing the group method are applicable to the individual method. Fees are one dollar per subject or three dollars per unit (see explanation of unit given above).

Inquiries will receive prompt attention.

Courses and Text-books

1. First Year Algebra.

Text-book—First Principles of Algebra, pp. 1-276.

Author—Slaught and Lennes.

Publisher—Allyn and Bacon, Chicago.

Price—\$1.20.

Credit—One Unit, or fifteen hours.

2. Second Year Algebra.

Text-book—First Principles of Algebra, pp. 276-476.

Author—Slaught and Lennes.

Publisher—Allyn and Bacon, Chicago.

Price—\$1.20.

Credit—One Unit, or fifteen hours.

3. English History.

Text-book—A Short History of England.

Author—Edward P. Cheyney.

Publisher—Ginn and Co., Chicago.

Price—\$1.40.

Credit—One Unit, or fifteen hours.

4. Botany.

Text-book—Principles of Botany.

Author—Bergen and Davis.

Publisher—Ginn and Co., Chicago.

Price—\$1.50.

Credit—One Unit, or fifteen hours.

5. Physical Geography.

Text-book—Physical Geography.

Author—Wm. M. Davis.

Publisher—Ginn and Co., Chicago.

Price—\$1.25.

Credit—One-half Unit, or seven and one-half hrs.

6. General Science.

Text-book—General Science.

Author—Caldwell and Eikenberry.

Publisher—Ginn and Co., Chicago.

Price—\$1.00.

Credit—One-half Unit, or seven and one-half hrs.

7. English Literature.

a. The Short Story.

Text-book—The Short Story.

Author—E. A. Cross.

Publisher—A. C. McClurg, Chicago.

Price—\$1.50.

Credit—One-third of a Unit, or five hours.

b. The Novel.

Text-book—Silas Marner (required).

Author—George Eliot.

Publisher—Houghton Mifflin, Chicago.

Price—30 cents.

(Two are to be chosen from the following):

Text-book—The Marble Faun.

Author—Hawthorne.

Publisher—Houghton Mifflin, Chicago.

Price—60 cents.

Text-book—Quentin Durward.

Author—Scott.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

Text-book—The Tale of Two Cities.

Author—Dickens.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

Text-book—The Spy.

Author—Cooper.

Publisher—Houghton Mifflin, Chicago.

Price—50 cents.

(N. B.—Three novels are to be read.)

Credit—Two-thirds of a Unit, or ten hours.

NOTE—If students who desire to use the individual method in their non-resident work will notify us promptly as to their choice of text-books, we will try to have any outlines which may not be included in this bulletin, reach them by the time the text-books (which they order themselves direct from the publishers), arrive.

Outline for Non-Resident High School Courses

I. ALGEBRA.

1. GENERAL INSTRUCTIONS:

The student should read the author's explanations very carefully before attempting to solve any of the exercises. Give special attention to the principles printed in italics and numbered from I to XVIII. Send in the exercises one chapter or less at a time.

Written tests will be required from time to time the questions for which will be sent by the instructor.

2. DETAILED INSTRUCTIONS:

Algebra (1). Work out in neat form and send in all the exercises from page 1 to page 92. If there are problems you cannot solve, either write for special help or work them out as far as you can in their proper place on the lesson sheet and make a note there concerning your difficulty. 5 hrs. credit.

Algebra (2). Work out and send in all exercises from page 92 to page 198. 5 hrs. credit.

Algebra (3). Work out and send in all exercises from page 199 to page 273. 5 hrs. credit.

Algebra (4). Advanced Course. Work out and send in all exercises from page 287 to page 364. 5 hrs. credit.

Algebra (5). Advanced Course. Work out and send in all exercises from page 365 to page 444. 5 hrs. credit.

Algebra (6). General Review. Work out the last two problems in each set of exercises. 5 hrs. credit.

G. W. FINLEY.

II. ENGLISH HISTORY.

1. GEOGRAPHY:

Surface. Climate. Rivers, Coasts. Products.

2. PEOPLES OF ENGLAND:

Contributions to English character, language, religion and government. Prehistoric group. Ancient peoples. Invading peoples.

3. CHURCH:

Organization. Influence. Struggle for supremacy. Monasticism—Crusades. Reformation—causes, leaders, results. Acts of government concerning church.

4. GOVERNMENT:

Primitive plan. Roman form. Saxon England.

Norman Government. Feudalism—growth, evils, advantages. Court system. Taxation. Army organization. Law making. Territorial policy. National Unity.

National Unity. Nationalizing influences. Foreign policy. Civil troubles—War of Roses; Baronial conflicts. Conflict between Absolute and Parliamentary ideals of government. Cromwell and Commonwealth—Stuart doctrine.

Development of Great Britain. Territorial expansion—India—New World. Mercantile Policy. Industrial development. Influence of French Revolution.

Age of Reform. Reform in government, religion, society, education, colonial policy.

5. INDUSTRIAL DEVELOPMENT:

Land—Manor—Feudal system. Labor—Statutes—Black Death—Conditions. Peasants Insurrection. Merchant and Craft Guilds. Commerce—towns. Inventions, factory system, industrial revolution, laws. Crystal Palace. Free trade policy.

6. INTELLECTUAL GROWTH:

Language. History. Science. Poetry. Authors. College and Universities. Monasteries. Printing. Artistic life. Architecture.

JEAN CROSBY.

III. THE SHORT STORY.

1. STUDY:

Chapter II, pp. 17-23.

Chapter III. What is meant by theme, pp. 26-30; the greatest themes, pp. 36-37.

Chapter V, pp. 59-63.

Chapter VI. Setting, p. 69; tone, pp. 70-71; style, p. 72.

Chapter VII. Point of View, pp. 80-81.

2. The following short stories are to be studied. A written report (from two to three pages in length) concerning each is to be made out according to the suggestions in the plan given below:

The Necklace.

The Prodigal Son.

Dr. Heiddegger's Experiment.

The Adventure of the Speckled Band.

Will o' the Mill.

The Princess and the Vagabond.

Martha's Fireplace.

The Truth of the Oliver Cromwell.

Before attempting to write a report, study carefully the story, *A Piece of String* (page 46), and the author's comments on it (page 56); also, *The Whirligig of Life* (page 94) and the author's study (page 103).

3. PLAN FOR WRITTEN REPORT:

Use these questions as *suggestions* pointing the way to your study of the short stories. Combine the answers, making a unified essay of from two to three pages.

(1) Write a brief synopsis of the story using not more than three paragraphs—fewer if possible. (Study the synopsis on page 103.)



ELEMENTARY AGRICULTURE

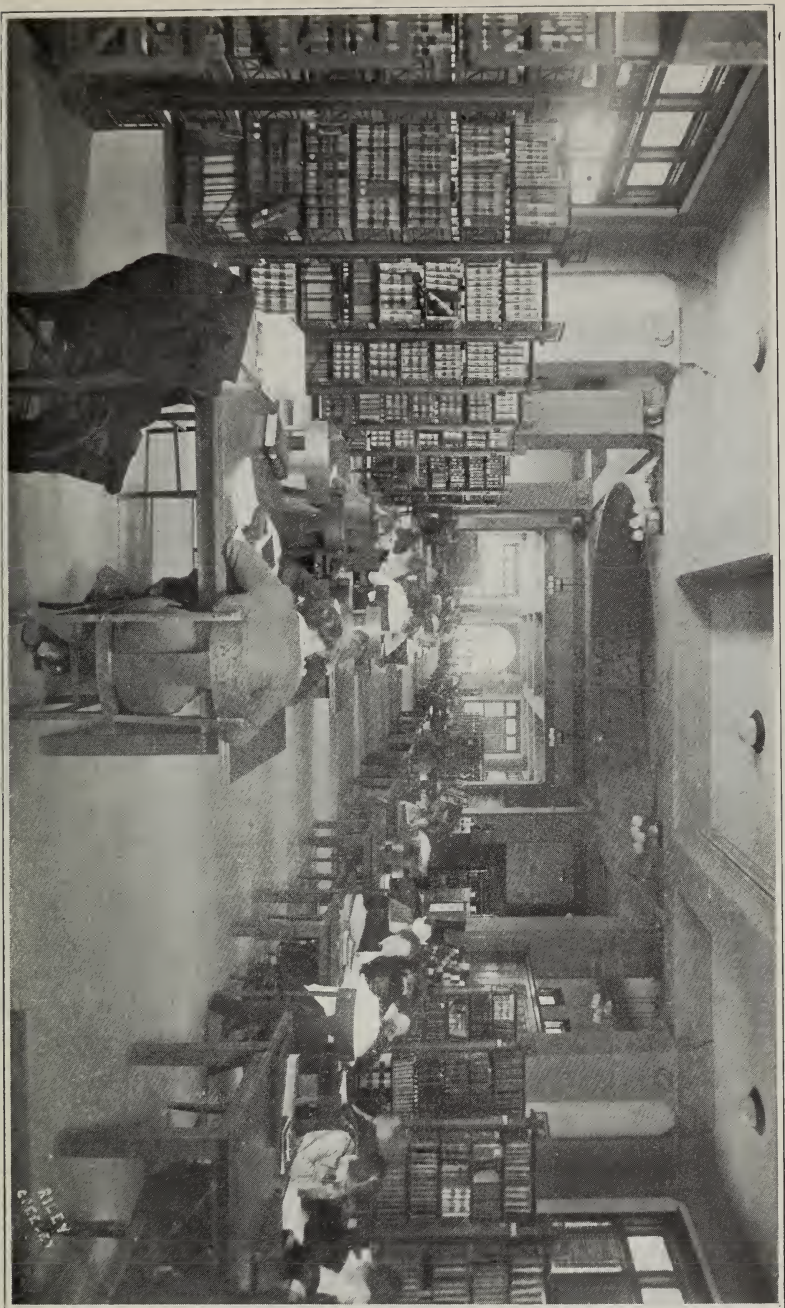
- (2) State the theme.
 - (3) What is the tone of the story: tragic, humorous, farcical, poetic, dreamy, etc?
 - (4) Is this a story of character, incident, or setting?
 - (5) Make a list of the characters: a. The principal characters; b. Those of secondary importance; c. Those used merely as background, if there are any such.
 - (6) Is the setting interesting for its own sake, or is it used merely as a background for the characters and incidents?
 - (7) What seems to have suggested the title?
 - (8) What is the author's point of view?
 - (9) The most effective short story is one that employs (1) characters highly worth knowing and thru these works out (2) a great theme upon a (3) stage (background or setting) suited to the action (4) and the people of the story. Does the story you are studying fall short in any of these four specifications? Comment at length upon this question.
4. DIRECTIONS:
- Write on one side of the paper, using pen and ink. Submit one or two reports at a time. RAE BLANCHARD.

Entrance Requirements

Persons who have completed the eighth grade in any of the public schools of Colorado may be admitted to the ninth grade of the High School Department of the State Teachers College without examination.

Graduation Requirements

The amount of work to be done is the same as in the four-year high schools, but the time in which the work is to be done may be shortened by ambitious and capable students. This school does not say to every boy and to every girl: "You can not complete your work in less than four years, no matter how hard you try; no matter how great may be your power of accomplishment, and no matter how excellent the results actually attained." This old lock-step system, which reduces the aspiring to the same level as the indifferent, and makes no distinction between those who possess high ideals, energy, and honor and those that



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do not, has been abandoned and a plan which makes all depend upon the efforts and the character of the individual has been adopted.

Pupils who have good records for scholarship, who are mature, and who come to school with a definite purpose of self-improvement, are permitted to take five subjects (five units) per year. But the individual who takes five subjects and fails to do them well is immediately reduced to four subjects (four units). This means that strong students may complete the work in three years, but that those who are not able to save the year of time without sacrificing the quality of their work must take a longer time to complete the course. No stigma whatever attaches to the individual who, because of illness or a desire to do extra work in any given field, limits the number of subjects and consequently increases the time necessary to graduate. On the other hand the school holds out no encouragement to pupils who come to school merely to mark time.

Reduction in Fees

The Board of Trustees of the State Teachers College, at a meeting held April 9, 1916, reduced the fees in the High School Department from thirty dollars a year to twenty-one dollars a year. One-third of this amount is payable each term. The twenty-one dollars includes all laboratory fees and the free use of text-books.

Calendar

FALL TERM

Begins September 19, 1916

Ends December 8, 1916

WINTER TERM

Begins December 11, 1916

Ends March 16, 1917

SPRING TERM

Begins March 26, 1917

Ends June 14, 1917

THE SUMMER TERM

State High School of Industrial Arts

June 12, 1916, to July 21, 1916

Courses will be offered in science, mathematics, English literature, history, modern languages, and those vocational subjects which fit into a well-rounded high school course.

The summer school is one of the newer developments in the educational world, but its success is already assured. It gives the aspiring an opportunity to save time and so shorten the period of preparation for life.

No more beautiful spot is to be found anywhere than the campus of State Teachers College, which is also the home of The State High School of Industrial Arts. Why not begin a high school course this summer, or make progress on the one you have already begun?

No fees will be charged for the summer term. Full credit will be given for work done.



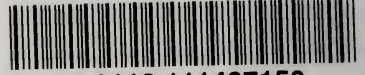
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HIGH SCHOOL DEPARTMENT

THE STATE TEACHERS COLLEGE

Greeley, Colorado

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